DOCUMENT RESUME

ED 476 931 CE 085 019

TITLE	Financial Literacy and Older People Moving On. NIACE Briefing Sheet.
INSTITUTION	National Inst. of Adult Continuing Education, Leicester (England).
REPORT NO	No-31
PUB DATE	2002-07-00
NOTE	10p.
AVAILABLE FROM	National Institute of Adult Continuing Education, Renaissance House, 20 Princess Road West, Leicester LE1 6TP, United Kingdom. Web site: http://www.niace.org.uk (free). For full text: http://www.niace.org.uk/information/Briefing_sheets/Financial_literacy_older_people.htm.
PUB TYPE	Information Analyses (070)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS
DESCRIPTORS	Adult Educators; Adult Learning; Adult Literacy; Classroom Techniques; Community Education; *Consumer Education; Curriculum Development; Educational Needs; *Educational Practices; Educational Strategies; *Financial Services; Foreign Countries; Literacy Education; *Money Management; National Surveys; *Older Adults; Student Needs
IDENTIFIERS	*Financial Literacy; *United Kingdom

ABSTRACT

In the United Kingdom, the increasing sophistication of money management and financial services' increasing reliance on information and computer technology (ICT) have made financial literacy education particularly important for older people, who are less likely to be engaged in the ICT revolution and more likely to be living on a low income. Education providers, community workers, and others can take the following actions to help older adults acquire the financial literacy needed in today's world: (1) use the Adult Financial Capability Framework; (2) work with older people's organizations; (3) convene focus groups; (4) be active in the community; (5) build financial literacy activities into lifelong learning and information, advice, and guidance plans; (6) assess staff needs and sensitize staff to older learners' special needs; (7) explore how problem-solving bodies can encourage individuals to build on their own success; and (8) use "life stages" approaches. A recent provider survey raised the following issues that should be considered by those providing financial literacy education to older adults: (1) differences in the perception of need; (2) gender issues; (3) tension between giving advice and guidance and encouraging self-development to anticipate and solve future problems; (4) liability issues around giving financial advice; (5) the lack of credible and useful materials; (6) older people's resource potential as mentors and advocates; and (7) perceptions of pride. (Lists nine references and six contacts.) (MN)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 476 931

NIACE Briefing Sheet 31

Financial Literacy and Older People—Moving On

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

P. Moledina

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

CE085019

BEST COPY AVAILABLE

Financial Literacy and Older People - Moving On

niace
promoting adult learning

Background

A briefing sheet for:

- Education providers and community workers
- Those working in guidance concerned with education and financial issues
- Older peoples' organisations
- Older people themselves

Information drawn from the Financial Literacy and Older People (FLOP) project, It Doesn't Add Up report, and the FLOP provider survey.

This is the thirty-first in a series of briefing sheets which aim to provide an introduction to a variety of lifelong learning issues.

Also available:

21. Who learns – key participation facts
22. Promoting language learning for adults
23. Fees charged to part-time adult students 2000-2001
24. Neighbourhood renewal
25. Mailgroups
26. Sources of funding for older learners
27. Workforce development
28. Black and minority ethnic learners
29. Young adult learners
30. Meeting the needs of older learners – a briefing for LSCs

Many earlier titles in the Briefing Sheet series are still available; please contact us for more information about these titles.

Copies of this and other sheets are available from NIACE, 21 De Montfort Street, Leicester LE1 7GE.
Tel. No. 0116 204 4209
E-mail: information@niace.org.uk
They are also available on the website at www.niace.org.uk

Requests for Briefing Sheets in other formats, such as large print, are welcomed; we will be pleased to consider your request.

In December 2000, The Adult Financial Literacy Group (AdFlag) produced a report on ways to improve the financial literacy of adults. The report highlighted the need for work to be done to set out what financial literacy means for all adults, especially those at risk of financial exclusion, and recommended that initial research be undertaken into the financial literacy needs of older people.

In the same year, a small pilot study undertaken for NIACE revealed that nearly 30% of those over the age of 50 experienced some or extreme difficulty understanding their finances; 31% experienced some level of difficulty with banking; 38% with credit cards; 26% with shopping and 29% with gas bills. These findings resulted in NIACE undertaking two further projects (Financial Literacy and Older People - FLOP - and It Doesn't Add Up) to examine the issues surrounding older people and financial understanding. Findings of the two projects will be published as one report in autumn 2002.

The reasons

Throughout life people need to make decisions about money – decisions which affect the present and the future. In later life there are frequently events that are disempowering when critical decisions are required, for example bereavement and entering residential care. In today's society the management of money is becoming more sophisticated, with more and more reliance on Information & Communication Technology (ICT). For many older people, themselves the beneficiaries of earlier and less flexible education systems, less likely to be engaged in the ICT revolution, and having to live on a low income, two key issues are emerging:

- The level of skills needed to manage the required processes means that there is often a need for those who are not equipped with them to draw on the techniques and 'wheezes' developed over a lifetime. *For advice workers there are issues about how to provide and*

enhance skills and how to be aware of needs of life transitions. Adult education providers need to consider how to make their offerings appropriate, available, affordable and attractive.

- The increasing complexity of services and the erosion of 'personal service' alienates many older people. This subsequently lessens their understanding of how decisions about the provision of financial and welfare services are made, and their ability to influence them. *For those working with older people the issue is how to create accessible information and how to empower older people to better understand and engage with those who impinge, in a financial sense, on their quality of life.*

Some ways forward

- ***Use the Adult Financial Literacy Capability Framework.*** The Basic Skills Agency (BSA) and the Financial Services Authority are developing a framework to assist those engaged in education or advice and guidance concerning financial matters. The framework covers a range of financial issues and considers the skills, knowledge and understanding required as well as the adult numeracy skills at three levels:

  1. Basic understanding and developing confidence
  2. Developing competence and confidence
  3. Extending competence and confidence

  The draft framework is available for comment and can be downloaded from the BSA web site (details at end of the briefing).
- ***Use the FLOP Curricula.*** FLOP materials are available from the NIACE website (details at the end of the briefing) along with a users' questionnaire. Some of the materials are available in Cantonese. All of these can be obtained by contacting Sasha Anderson, Information Officer for Older & Bolder.
- ***Work with older people's organisations.*** The processes required of those in education and guidance are not simply about providing suitable course material. This is an issue as much about knowledge and access to information as about the development of skills, and any work undertaken will be enhanced by partnership and collaboration with agencies that offer complementary services i.e. adult guidance, welfare rights, Citizens Advice Bureaux, age related organisations (Age Concern, Help the Aged), pre-retirement education providers, voluntary bureaux.
  There is a need to develop a relationship with older people and to better understand their needs. Local older people's groups could be approached to ascertain local concerns, interests, skills and information deficiency. Groups should be empowered to seek answers for themselves by engaging with those in the locality who do provide services information, advice and guidance.
  The 'questionnaire' used by Older and Bolder for its focus groups is available on the NIACE website (details at the end of the briefing).
  In developing a relationship with older people's organisations, it is likely that other educational agendas will develop and that the contribution of older people to local learning and guidance plans will be encouraged.
- ***Convene focus groups.*** Drawing together older people from the community might give a better balance to a focus group than one drawn purely from one source, such as from a day centre, pensioners' forum or leisure club. In every case, however, it is important that the group members feel they have opportunities to pursue the issues for themselves (with or without continued support), either as an ongoing group or contributing to other influencing processes in the community.
- ***Be active in the community.*** Providers who are currently working with older people on these issues tend to be active in the community and in locations where older people can be found.
- ***Build into Lifelong Learning and Information, Advice and Guidance plans.*** Funding may be available for some activities and accredited programmes. It is important that development, non-accredited and self-help work is considered for funding through Learning and Skills Councils and co-financing.
- ***Staff needs, and the need to sensitise staff.*** The provider survey revealed that there is an issue for staff working with older people, as much as there is for older people themselves. Staff training should provide greater awareness of the needs of older learners, the ways they learn, and, in particular, the life

phases and transitions that often precipitate financial crises and helplessness.

- ***'Fire fighting - fire prevention'.*** There is a need to explore the relationship between those who provide advice and those in education who help to build capacity. Discussion should help explore how the problem-solving bodies can encourage individuals - on the back of a successful crisis overcome - to build on their success.
- ***'Life stages' approaches.*** Building in an awareness of the stages of life, the crises that can occur, and the range of decisions required, assists in presenting an empathic approach to individuals and groups targeted.
- ***Research Open College Network (OCN) availability.*** There are several examples of locally created accredited work and materials created for national application. National material may not always be appropriate for particular local circumstances or for some older people. The processes others have undertaken to achieve accreditation may be of value.

What would help older people?

Increased access to information and products alone is not enough to ensure greater financial inclusion for older people. Greater demands are also being placed on the types and levels of individuals' skills and knowledge. Areas that need to be addressed include:

- ***Information.*** There is a need to reconsider the design, content and language of information materials. Information should be trustworthy, independent, relevant to older people, clear, and if possible age and topic-specific. Information about retirement and pensions also needs to be given earlier, and employers should take more responsibility for this.
- ***Services.*** There is a need to develop more user-friendly services and products, which acknowledge ageing issues and the fact that older people are not a homogenous group. Greater use could be made of different life stages to develop relevant services. The preference of many older people for face-to-face meetings should be recognised, and moves taken to make new technologies more user-friendly.
- ***Development.*** There needs to be a dialogue involving the agencies that relate to, advocate for and represent older people, and with older people's forums. These agencies should conduct regular surveys and research relating to changing attitudes to financial institutions and financial inclusion.
- ***Educational programmes.*** Programmes have to be relevant to the needs of older people and developed in locations where they are likely to be easily accessible. There is a call for employers to ensure that employees attend pre-retirement courses.

Some emerging issues

The provider survey raised a number of issues for consideration:

- ***Differences in perception of need.*** The survey revealed a broad spectrum of views about the skills needs of older people. Many of those working in basic skills delivery maintained that the problems were more with younger people, and that older people were hard to reach with 'generic' programmes. Those in adult and further education viewed the older people among their existing student body as being very financially competent and astute.
- ***Gender issues.*** There are issues of gender and cultural sensitivity to be considered. Some women may not have been managing resources throughout their married lives and will suddenly be faced with financial decisions upon bereavement or the termination of a relationship. In addition, womens' pension entitlement is usually lower than that of men and the incidence of poverty in later life is significantly greater. For some cultural and ethnic minority groups in the United Kingdom there are well-developed community-based support strategies offering financial help and advice which can be built upon. However, for many older people from such communities there are issues to do with language and the accessibility of trusted advice and information.
- ***There is a tension between giving advice and guidance to solve problems and encouraging self-development to anticipate and solve future problems.*** Those involved in advice, guidance and problem solving '*fire fighting*'

do not always have the links practically and philosophically with those who work on community and personal capacity '*fire prevention*'. Those engaged in adult education tend to pass on older people who present themselves with individual problems to Citizens' Advice Bureaux, Age Concern and others.

- ***Liability issues around giving financial advice.*** There are concerns around the extent to which any course or activity should go into financial matters. Many Citizens Advice Bureaux cannot deal with specific financial issues and need to refer people to specialist financial or mortgage advisers. Some education providers are concerned that the information tutors impart may raise liability issues. Those involved in preparation for retirement education either 'buy-in' appropriate expertise or provide a range of information to stimulate discussion and individual decision-making. Pursuing the agenda with local partners – adult education, Citizens Advice Bureaux, Council for Voluntary Services, older people's organisations, Age Concern and/or Help the Aged – can help explore where and how expertise can best be utilised and can provide different starting points and routes for older people.
- ***Belief of so many that it is simply a basic skills issue.*** Bereavement and redundancy are disempowering processes, and, no matter what skills and knowledge individuals possess, such experiences can result in an inability to comprehend what has to be done. Even without these transitions, the day-to-day processes are complex and difficult to understand. (One respondent with a first class honours degree in Economics professed his ongoing difficulty in managing and keeping up with changes.) Whilst basic skills techniques are likely to feature in developing skills, an expectation that older people will present themselves to basic skills specialists and that the issue is simply about enhancing skills ignores the 'political' agenda of helping older people make sense of and influence decisions around money, financial services and welfare.
- ***A lack of credible and useful materials and a lack of knowledge of what does exist.*** The survey revealed a range of materials being used in different parts of the country – for teaching and as sources of information and advice. Some materials are accredited, making funding for delivery easier, but are not necessarily well geared to older people and have not always recruited well when promoted. Some institutions rely on creating individual learning programmes geared to individual need.
- ***The individual or the group?*** A belief in generic programmes for all adults is held by many, often expressed in the comment that older people rarely present themselves and therefore do not have problems. Those working primarily with older people recognise that targeted approaches are required and that individual circumstances differ. This suggests there has to be flexibility of provision, and opportunities to enable people to access provision, expertise and advice which is relevant to their circumstances. The promotion of a group activity can be attractive for some older people who might gain confidence by being with others they deem to be like them and who are then encouraged to progress as appropriate. The need for a response to individual crises and circumstances is important for some. Success in solving the problem(s) can lead to progression, to developing the skills and knowledge to anticipate and solve other issues.
- ***A need for recognition of the role of others to facilitate developments.*** Many agencies seem to be operating in isolation, unaware of the potential of others to contribute to the personal development process and of those who may be better placed to reach and relate to the older people for whom provision and advice is intended.
- ***The resource potential of older people as mentors and advocates for others.*** A useful starting point to explore the issues can be dialogue with older people, preferably in older people's organisations where there is a structure to develop ownership of the agenda. In this way older people develop the skills and opportunities to pursue issues for themselves, and can take on roles to act as conduits for other older people, particularly those who may be isolated, in dependency situations, or otherwise socially excluded.
- ***Perceptions of pride.*** There is a perception that the absence of older people from provision and support is because of pride,

particularly where claiming benefits is concerned. However the reasons can in fact be varied and compound: poor reading and numeracy skills; lack of information; isolation and lack of contacts; fear of making a fool of oneself by asking questions; fear of officialdom; fear of complex arguments, forms and processes. There needs to be a better understanding of the range of the considerable barriers preventing older people from making better sense of their finances.

Who is doing what?

- ***Curriculum and teaching materials.*** The FLOP materials, developed through consultation with older peoples' focus groups, are available on the NIACE website (details at end of the briefing). Some Open College Networks have accredited materials available, including *Money Management* and *Management Skills for Independent Living*. Local Education Authorities and providers in Oxfordshire, Sheffield, North Devon, Hertfordshire, Bath, Leeds, Newcastle under Lyme, Kingston, Darlington, Wigan & Leigh, North West Essex and Coventry have developed material for local use, which is often accessed by others. Providers in Westminster Kingsway, Lowestoft and Leeds Park Lane Colleges use commercially produced financial documents to provoke discussion, comparison and analysis.
- ***Cultural diversity.*** Plymouth Racial Equality Council (with the Chinese community) and many other Racial Equality Councils, are promoting the needs of older people for whom either English is not a first language and/or for whom the available financial services are not sensitised to different and minority cultures.
- ***Sensitising and skilling the workers.*** Age Concern Cheshire, Community First in Herefordshire and Worcestershire, and the Social Policy Research Unit at the University of York all recognise the need to work with those who are in regular contact with older people, as carers, staff in hospitals and care settings, volunteers or advocates.

Stephenson College, Coalville, Leicester, designs its learning sessions around individual need and includes issues such as budgeting, form filling, shopping, dealing with bank accounts. The College works with and through community groups, development workers and the voluntary sector. Wirral Metropolitan College also works on individual needs.

Uttlesford CAB was set up in partnership with Age Concern Essex and Essex Social Services. The Adult Education College in North West Essex is exploring how the education service can complement the benefits take-up campaign being promoted by the bureau.

Bath & North East Somerset Adult Education Service runs a '*Benefits Buster*' short course, covering benefits take-up and budgeting, working through the network of wardens of sheltered housing for older people.

City of London Adult Education Service is making an ICT package available to help in the completion of wills.

Hertford Regional College runs an Active Retirement Course with OCN accredited units covering basic state pension, benefits, risk, financial needs in later life, budgeting and savings. The WEA, Leeds Park Lane College and specialist consultants run pre-retirement courses containing the above elements.

Coventry Community Education Service works with a range of older people's organisations in the city as well as using publicity to target older people. Among the material used is its own '*My money, my life*', developed as part of a Basic Skills Agency pilot programme

Issues for debate: the language

The term 'financial literacy' is not particularly helpful. It is an amalgamation of skills issues – numeracy and literacy. This can suggest that the issue is simply one of basic skills, to be addressed through basic skills provision and appropriate curriculum. However, the disempowering nature of many of life's transition phases, and the need to embrace the understanding of financial processes and decision-making, indicates that it could be an issue for mainstream adult education and all those involved in information giving, advice and guidance.

The terms 'financial competency', 'capability', 'understanding' and 'confidence' are therefore emerging as new descriptive terms. *However, in negotiating and marketing provision and services, developing terms that all are comfortable with - based on knowledge of the community of need without being patronising - is important.*

Why, in the area of financial literacy, are older people different?

> *Engage people and encourage them to learn at key life events when they are most receptive, for example, leaving school, starting employment, becoming unemployed, getting married/divorced, having children, bereavement and retirement.* Recommendation 15, AdFlag Report Summary, 2000

- Developing a 'life transition' process to help people address and solve money matters would show how many of life's transition phases occur in later years – retirement, redundancy, bereavement, moving house, going abroad, caring for relatives and family, entering residential care, ill health, children leaving home, change of relationship status etc.
- Increasing ill health and frailty in old age give rise to the need for dependency on others for some aspect of care or support. This has a disempowering impact on the ability to manage one's own resources and make key decisions around expenditure and saving.
- Later life is the time when income is virtually fixed and is more likely to decrease rather than increase. There are not the same opportunities to increase income and investment through employment. There is less 'slack' and less room for manoeuvre.
- The exclusion of older people from work can have a negative impact on self-perception and worth, contributing to exclusion from education and community life. Older people are often considered by society (and sadly themselves) as 'ex-people'. This 'distancing' can be disempowering and discourages older people from questioning issues, processes and decisions.
- The older we are, the less likely we are to have had a prolonged initial education and, in consequence, less likely to have a positive attitude to continuing education. Many older people are therefore less likely to have accessed opportunities to develop the skills needed to distil the arithmetic and the processes of financial management.
- The ICT revolution is exacerbating social exclusion. Older people are more likely to benefit least and have least understanding of the growth in and value of ICT, particularly the moves to deliver more financial and utility services online.
- On the positive side, older people have developed coping strategies and techniques to overcome any lack of education which can be built on and can be of benefit to others.
- In many African-Caribbean communities there are informal mutual savings schemes built on trust.

The wider context

- The proportion of older people in the population is increasing and people are living longer. This demographic change raises questions as to how the state will pay for pensions, welfare and health care in later life.
- The increasing emphasis on individuals to take control of their financial futures - seen, for example, in the shift in pension planning from state to employer to individual - brings into question the financial skills, experience and confidence required to do this successfully.

> The Pickering Report, *A Simpler Way to Better Pensions* (July 2002), focused on occupational pensions, suggesting significant increased costs for individuals. Issues of affordability, of those on low pay and with fragmented contribution records, and of those not in employment, were not addressed.

- The labour market has changed significantly over the past 20 years, with an enormous expansion in the 'flexible' labour market. People are working within various employment arrangements, moving in and out of the labour market for periods of time. Managing these changes, with the implications for tax, national insurance, pensions and loans, has become increasingly complex. Many people are approaching old age with insecure investment and income, poor skills and ability to improve their lot.

- A 'hybridisation' of financial services has occurred in recent years, as a result of the re-regulation of the financial system. The enormous number of new financial organisations, and increased competitiveness, has expanded choice but also often increased confusion in assessing the credibility and best value of what is on offer.

- The inherent tendencies towards complexity in the savings market, and the consequent need to regulate the sales process, have made it uneconomic for the industry to adequately serve lower-income consumers.
- The savings marketplace is generally daunting for the consumer, with much jargon and a vast range of subtly differentiated products.
- Consumers rely heavily on advice from intermediaries, although they have almost no understanding of the costs of obtaining them, and are unable to gauge its quality.

Source: *Medium and Long Term Retail Savings in the UK: A Review.* Ron Sandler. HM Treasury, 2002.

- Technological developments over the last 20 years have resulted in huge changes to the way financial services are offered. Older people may face issues about understanding, coping with and paying for the technology needed to be in control of their resources.
- Older people still face discrimination in all areas of life on the basis of their age.

Some issues from an older person's perspective

Issues identified by older people as affecting their financial decision-making include:

- Trust in the organisations providing financial services and advice.
- Dependence on support from those around them – carers, family, friends – when they cannot easily obtain information for themselves.
- Barriers to financial inclusion include low financial skills levels, lack of knowledge, mistrust of suppliers and psychological barriers including confidence.

The responsibility for change rests with older people as well as financial institutions. It is important that understanding on both sides is developed. Opportunities for dialogue locally and nationally will increase the chances of this happening.

The first step is to ask for information and find out what provision is available locally to aid financial understanding (and if there is no provision available asking why not). Key organisations to contact include Citizens Advice Bureaux, local pensioners groups, Age Concern, Help the Aged, and at a national level the Financial Services Authority (FSA).

References

Adult Financial Literacy Group (AdFlag) Report to the Secretary of State for Education and Employment
Available to download from Department for Education and Skills (DfES) web site: www.dfes.gov.uk/adflag

Adult Financial Literacy Capability Framework
Available to download from Basic Skills Agency web site: www.basic-skills.co.uk/_media/documents/flitframe.doc

Medium and Long Term Retail Savings in the UK: A Review. Ron Sandler. The Public Enquiry Unit, HM Treasury, 2002. Available to download from: www.hm-treasury.gov.uk

A Simpler Way to Better Pensions: An Independent Report. Alan Pickering. Department of Work and Pensions, 2002. Available to download from: www.dwp.gov.uk

Your Rights 2001-02: A Guide to Money Benefits for Older People. Sally West. Age Concern England, 2001. ISBN 0862423414

Financial Services Authority
Produces a range of factsheets and booklets, covering issues such as financial planning, pensions and savings. These can be downloaded from the FSA web site: www.fsa.gov.uk or ordered by calling the FSA Consumer Helpline on 0845 606 1234.

Help the Aged
Produces a wide range of information material for older people, including advice on money matters.

These can be downloaded from the web site: www.helptheaged.org.uk

Older & Bolder FLOP materials
Available to download from NIACE web site: www.niace.org.uk/research/older_bolder/Projects/FLOP.htm
Or contact Sasha Anderson, Information Officer Older & Bolder, tel 0116 2044227, email sasha.anderson@niace.org.uk

Further information about the financial literacy projects that NIACE has been involved in is available on the NIACE web site www.niace.org.uk/research/older_bolder/default.htm A full report will be available in autumn 2002.

Useful contacts

Age Concern National Office: Age Concern England, Astral House, 1268 London Road, London SW16 4ER. Tel. 020 8765 7200. Web site: www.ageconcern.org.uk

Basic Skills Agency Commonwealth House, 1-19 New Oxford Street, London WC1A 1NU. Tel. 020 7405 4017. Web site: www.basic-skills.co.uk

Financial Services Authority 25 The North Colonnade, Canary Wharf, London E14 5HS. Tel.020 7676 1000. Web site: www.fsa.gov.uk

Help the Aged Head Office 207-221 Pentonville Road, London, N1 9UZ. Tel. 020 7278 1114. Web site: www.helptheaged.org.uk

Money Management Council Offers online information sheets about general personal finance. Web site: www.moneymanagement.org.uk

National Association of Citizens Advice Bureaux (NACAB) Myddelton House, 115-123 Pentonville Road, London, N1 9LZ. Tel. 020 7833 2181 Web site: www.nacab.org.uk

BEST COPY AVAILABLE

NIACE, the National Institute of Adult Continuing Education, has a broad remit to promote lifelong learning opportunities for adults. NIACE works to develop increased participation in education and training. It aims to do this for those who do not have easy access because of barriers of class, gender, age, race, language and culture, learning difficulties or disabilities, or insufficient resources.
Registered charity number 1002775; Company registration number 2603322

CE085019

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

ERIC Educational Resources Information Center

REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: FINANCIAL LITERACY AND OLDER PEOPLE - MOVING ON	
Author(s): NIACE	
Corporate Source: NIACE	Publication Date:

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

Level 1

☐

Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) *and* paper copy.

The sample sticker shown below will be affixed to all Level 2A documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

Level 2A

☒

Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only

The sample sticker shown below will be affixed to all Level 2B documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B

Level 2B

☐

Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits.
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Sign here, please

Signature:	Printed Name/Position/Title: PARIN MOLEDINA / ADMINISTRATOR	
Organization/Address: NIACE, RENAISSANCE HOUSE, 20 PRINCESS ROAD WEST, LEICESTER LE1 6TP	Telephone: 0116 2044210	FAX: 0116 2044262
	E-Mail Address: parin@niace.org.uk	Date: 20/5/03

(Over)

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, *or*, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor: NIACE
Address: RENAISSANCE HOUSE 20 PRINCESS ROAD WEST LEICESTER LE1 6TP
Price: FREE

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

Acquisitions Coordinator
ERIC Clearinghouse on Adult, Career, and Vocational Education
Center on Education and Training for Employment
1900 Kenny Road
Columbus, OH 43210-1090

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to: